

DOCUMENT RESUME

ED 115 588

SP 009 649

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TITLE Community, Home, Cultural Awareness and Language Training (CHCALT): A Design for Teacher Training in Multi-Cultural Education. A Program Outline for the Bilingual/Cross-Cultural Specialist Credential.
INSTITUTION San Diego State Univ., Calif. Inst. for Cultural Pluralism.
PUB DATE Mar 74
NOTE 20p.
EDRS PRICE MF-\$0.76 HC-\$1.58 Plus Postage
DESCRIPTORS *Bilingual Education; Credentials; Cultural Awareness; Cultural Education; Cultural Interrelationships; *Cultural Pluralism; *Teacher Programs; *Teaching Models
IDENTIFIERS *Multicultural Education

ABSTRACT

The Institute for Cultural Pluralism, a resource facility in multicultural education in the School of Education at San Diego State University, has been assigned to develop the Bilingual/Cross-Cultural Specialist Credential (BCCSC) Program plan. The basis of the BCCSC Program is the Community, Home, Cultural Awareness, and Language Training (CHCALT) model. The CHCALT model is based on nine features, which are considered essential to any multicultural education program. Incorporating these nine elements as the major goals of the program, the CHCALT teacher training model is divided into the following four basic components: (1) philosophy of education for the culturally and linguistically different, (2) sociocultural awareness, (3) oral language and assessment techniques, and (4) diagnostic and prescriptive strategies. These components make up the four phases used in the implementation of the CHCALT training model. (The four phases of the CHCALT teacher training model are discussed in detail. The appendix presents diagrams of the CHCALT model.) (BD)

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School of Education

San Diego State University

March, 1974

COMMUNITY, HOME, CULTURAL AWARENESS AND LANGUAGE TRAINING (CHCALT):

A DESIGN FOR TEACHER TRAINING IN MULTI-CULTURAL EDUCATION

A Program Outline for
the Bilingual/Cross-Cultural Specialist Credential

by

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U.S. DEPARTMENT OF HEALTH,
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Background Of The Program

The "Teacher Preparation and Licensing Law of 1970," California Assembly Bill No. 122 or Ryan Act, established guidelines for issuing two kinds of credentials, teaching and services credentials. Teaching credentials are of four basic kinds:

1. Single subject instruction relative to specified subject matter courses, i.e.; for California high school or junior high school teaching.
2. Multiple subject instruction relative to California elementary school instruction and early childhood education.
3. Specialist instruction -- any specialty requiring advanced preparation or special competence.
4. Designated subjects -- relative to technical, trade, or vocational education.

During the Spring of 1974, San Diego State University is submitting professional preparation plans to the Commission for Teacher Preparation and Licensing in the following areas:

Services Credentials

Administrative

Health

Librarian

Pupil Personnel

Specialist Credentials

Early Childhood

Reading

Special Education

Bilingual/Cross-Cultural

The Institute for Cultural Pluralism, which was established in the School of Education at San Diego State University in September, 1973, as a resource facility in multi-cultural education, has been assigned by the School of Education to develop the Bilingual/Cross-Cultural Specialist Credential Program plan in accordance with program guidelines of the California Commission on Teacher Preparation and Licensing.

The basis of the Bilingual/Cross-Cultural Specialist Credential (BCCSC) Program, the Community, Home, Cultural Awareness, and Language Training (CHCALT) model, is described below. It will be offered by the School of Education as a master's degree program in multi-cultural education.

Representatives from the various ethnic studies departments on campus, interested departments in the School of Education, the university at large, and representatives from school districts and community colleges in San Diego were invited to provide input in the development of the BCCSC program based on the model. In addition, the Institute for Cultural Pluralism has consulted with community representatives and educational organizations within San Diego County, and with university students relative to the program development.

Dr. M. Reyes Mazón, Associate Professor of Elementary Education and Director of the Institute for Cultural Pluralism, will coordinate the administration of the program in conjunction with the academic departments in the School of Education and the Office of the Dean.

A valid California teaching credential is prerequisite to the Bilingual/Cross-Cultural Specialist Credential. Candidates' individual programs will be supervised with input from the departments in which they hold credentials.

Preface To The Program

Given the multiplicity of ethnic groups in the United States, our educational systems should reflect the cultural differences inherent in American society. Cultural pluralism acknowledges the cultural and linguistic differences of children and the fact

that a child's learning begins in his home and in his community. It accepts intrinsically the educational validity of this learning environment and builds upon it. Cultural, racial and linguistic differences are not viewed as negative components to be temporarily tolerated, but as integral, positive forces in American society. Cultural pluralism provides the vehicle by which the ideal of "equal educational opportunity" can be realized while at the same time giving the student a positive view of this cultural-historical heritage.

The culturally different groups of our society have suffered disproportionately from the cycles of poverty and limited personal and professional opportunities. To help break these cycles, the educational system must become comprehensively responsive to cultural pluralism. This implies that all programs involved in teacher training, curriculum development, and educational administration need to be multi-cultural.

With these goals in mind, a teacher training model -- Community, Home, Cultural Awareness and Language Training (CHCALT) -- was developed for Teacher Corps in 1970. The CHCALT model is based upon the following features, which are considered essential for any multi-cultural education program:

1. Philosophy of education for the linguistically and culturally different.
2. Sociocultural sensitivity--home and community based.
3. Self-concept as a primary element in the education of the linguistically and culturally different.
4. Language as a special dimension in the education of the linguistically and culturally different.
5. Value on language differences and how language varies for different people, as opposed to the "language-deficient" point of view.

6. Assessment techniques for oral language, as a training strategy and as a diagnostic tool in the education of children.
7. Language behavior objectives and instructional strategies to fulfill these objectives.
8. Strategies for educational reform as part of the overall CHCALT program.
9. Cultural pluralism as it relates to the schools, communities and to the training of teachers and specialists.

CHCALT: An Outline of the Model

Incorporating these nine elements as the major goals of the program, the CHCALT teacher training model is divided into four basic components: (See Appendix, Figure 1.)

1. Philosophy of Education for the Culturally and Linguistically different.
2. Sociocultural Awareness -- Home and Community based.
3. Oral Language and Assessment Techniques.
4. Diagnostic and Prescriptive Strategies.

The first phase of the CHCALT model introduces candidates to the study of culture from a multi-disciplinary perspective -- anthropological, sociological, psychological, aesthetic, linguistic and historical. Phase two, the sociocultural awareness component, is completely community based and provides candidates with the opportunity to observe and to experience life in the community of the culture they select.

Equipped with a multi-disciplinary perspective of culture and actual experience in the life of the community, candidates are prepared to approach phase three of the model, oral language and assessment techniques. This component involves a thorough understanding of the cultural and community context of children's language and the

role of language as a means of communication, transmittal of culture, and sociocultural identification. In phase four, diagnostic and prescriptive strategies, candidates acquire the skills to adapt and devise diagnostic tools and methods of prescription which are specifically suited to the needs of the community and the culture of the children they will teach.

The CHCALT program is performance based with individualized learning experiences as a primary goal. Candidates will be able to specialize in any one of the following cultures: Mexican American, Native American, Afro-American, or Asian American.

Elements of the program which provide a general orientation toward bilingual/cross-cultural teaching needs and techniques are applicable to all candidates regardless of their selection of target culture. Experiences and competencies which are specific to the culture of specialization will be performed in relationship to the target culture community.

The salient features of each of the four components of the CHCALT model are outlined below. A list of the specific competencies considered essential for achieving the goals of each component is followed by a rationale for the program component.

CHCALT--Phase I: Philosophy of Education for the Culturally and Linguistically Different.

This component forms the philosophical basis for the professional preparation as a whole. It is designed to enable candidates to achieve competence in viewing culture from the perspectives of each of the six academic disciplines shown below. Its purpose is to provide a theoretical framework for discerning and understanding the living and learn

ing styles of their pupils. (See Appendix, Figures 2 and 3)

- A. The ability to view a culture from an anthropological perspective using a holistic, multi-disciplinary approach to the study of man.
- B. The ability to view a culture from a sociological perspective.
- C. The ability to view a culture from a psychological perspective.
- D. The ability to view a culture from an aesthetic perspective.
- E. The ability to view a culture from a linguistic perspective.
- F. The ability to view a culture from an historical perspective.

In order to provide candidates with a multi-disciplinary framework for viewing and participating in a particular community, culture will be studied as patterned ways of behavior which define a group and hold it together. Candidates will recognize the function of role definitions within the group, positive and negative values for given behaviors, and needs for acceptance within the framework defined by the group. The aesthetic values, the language values, the way in which speech and self-expression are valued within a culture, and the group's own sense of its past will all be looked at by the candidates as a means for understanding any given culture. Candidates will develop an understanding of the target culture by studying the historical past of the particular culture from the community's own perspective.

Candidates will be able to look at themselves as members of their own cultures and at the members of other cultures as each having learned a prescribed set of behaviors, roles, and values. Candidates will understand the magnitude of the learning which any child has achieved and will achieve independent of the school. Candidates will

confront the need for integrating the learning process which is to be facilitated by the school with the learning process which is a central part of the individual's life within any given culture or cultures.

CHCALT--Phase II: Sociocultural Awareness

The sociocultural awareness component is completely community based and incorporates field activities which will provide candidates with the opportunity to observe and to directly experience life in the community of the culture they select. As the competencies below indicate, the candidates' knowledge of culture will be integrated with an understanding of the home and community context of culture and with an understanding of how they relate to other cultures within the framework of their own cultural background. (See Appendix, Figure 4.)

A. Home-Family Relations

Knowledge of the contemporary life styles and culture of the target population selected by the candidate.

B. Community

Knowledge of the functions and relationships among the community, schools, and the other institutions in the community selected by the candidate.

C. Culture

1. Knowledge of the cultural and historical development of the target population selected.
2. Knowledge of the cultural and historical heritage of the generic culture.
3. Knowledge of the main features of the dominant society.
4. Knowledge of the cultural and historical representation of the target culture selected.

D. Personal Awareness (Self-Development)

1. Knowledge of skills in interpersonal effectiveness and personal development.
2. The ability to deal with conflict and confrontation.
3. An awareness of self in relationship to one's own culture and to other cultures.

Candidates will make individual choices of specialization in terms of a particular target culture, and field experiences will provide an opportunity for observation and participation in the current life styles of the culture. Along with customs, attitudes and values which are characteristic of the culture, candidates will observe family relationships and child-rearing practices. They will also study the historical development of the culture.

The emphasis in this component is to provide skills that will enable candidates to communicate in a realistic manner with the target population and to develop positive attitudes about the people and their living styles. Information gained about the cultural-historical heritage of the target culture will further enhance the understanding of the current life styles of the community and provide resources for the selection of materials which will be culturally relevant to the children they will teach.

A strong awareness of self and development of skills in interpersonal relations and communication are also an important part of the sociocultural awareness component. Not only will these skills enable the candidate to communicate more effectively with the community, but they will provide a background for creating an environment in the classroom which will lead to pupils' achievement of improved skills in interpersonal relationships, self-development, and positive self-concept.

CHCALT--PhaseIII: Oral Language and Assessment Techniques

Equipped with a multi-disciplinary perspective of culture and actual experience in the life of the target community, candidates can achieve in phase three of the model a thorough understanding of the cultural and community context of children's language and the role of language as a means of communication, transmittal of culture

and sociocultural identification. Competence in the four areas listed below is stressed: (See Appendix, Figure 5.)

A. Communication

The ability to conduct classroom and school activities in the target language and to communicate effectively with members of the community in the target language, as appropriate.

B. Social Function

To know the functions and variations of regional and social dialects within language systems and be familiar with dialect features.

C. Characteristics

To know the linguistic features which comprise the target language system and how they are contrasted with parallel features of the dominant language.

D. Diagnosis of Differences, Dominance and Comprehension

The ability to diagnose and evaluate individual language learning needs in a bilingual situation--including testing procedures and methods.

A knowledge of the linguistic characteristics of the target language as compared to the characteristics of standard American English is a prerequisite to oral language assessment. As a further foundation for evaluation, candidates must know how to use the language effectively and must be familiar with the form which that language takes in a given community. They must know the social characteristics of the language and be able to use the oral language of the target community in a manner which recognizes its sociolinguistic requirements.

This background will provide candidates with the ability to evaluate the oral language performance of pupils in the target population determining dominance, degree of comprehension and needs for language instruction, as a basis for placement and individualized prescription. The component will further provide candidates with a positive attitude toward language differences and enable them to

utilize the language children bring to school as a basis for expanding their linguistic ability and reinforcing a positive concept of self, home and community through that language.

CHCALT--Phase IV: Diagnostic and Prescriptive Strategies

This component allows candidates to translate the knowledge and skills gained in the first three components into specific classroom strategies and activities. As the competencies listed below indicate, effective learning experiences for linguistically and culturally different children are based on individualized teaching strategies which can only be accomplished through a series of techniques designed for each individual child. (See Appendix, Figure 6.)

A. Individualized Instruction

1. An awareness of how Bilingual/Bicultural influences affect and differentiate learning styles.
2. A knowledge of how home and community environment affect and differentiate learning behavior and styles.
3. A knowledge of how individualized instruction accommodates different learning styles.

B. Small Groups and Peer Teaching

The ability to utilize paraprofessionals, community members and community resources in the diversification of classroom strategies and the facilitation of individualized and group instruction.

C. Performance Criteria

The ability to establish realistic criteria for performance in a Bilingual/Cross Cultural classroom.

D. Relevant Diagnosis

The ability to devise criterion-referenced tests to evaluate an individual student's ability in terms of established criteria specifically designed for culturally and linguistically different children.

E. Strategies: Language Arts, Self-Concept, Social Studies

The ability to devise teaching strategies and materials which are culturally and linguistically appropriate and which will lead to the achievement of criteria specifically designed for culturally and linguistically different children.

F. Relevant Materials

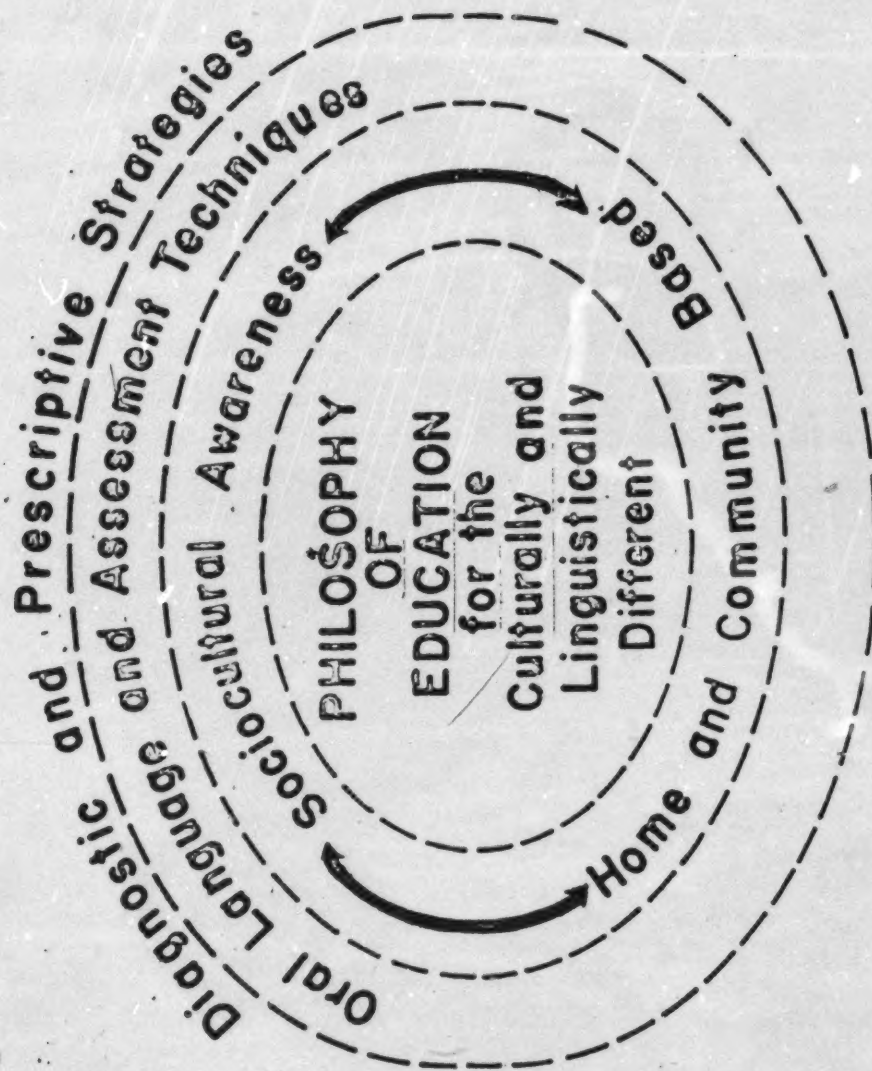
The comprehensive knowledge of recent research findings, available materials, and curricula for bilingual/cross-cultural teaching techniques, and how to adapt and utilize these resources.

Individualized instruction is essential in providing learning experiences which will be meaningful for culturally and linguistically different children. Not only do these children come to school with a wide range of linguistic ability and varying degrees of bilingualism or bidialectism, but each individual child has his own set of learning behaviors and styles which cannot be accommodated with one method of instruction.

Candidates will study how home, and cultural and linguistic factors influence learning stages, abilities, and behaviors of children in order to gain skills in identifying these patterns in individual children.

In order to develop skills in adapting and devising materials for individualized instruction, candidates are provided with an opportunity to learn competency based techniques in establishing criteria, designing diagnostic criterion-referenced tests, and developing instructional strategies based on these instruments which will provide meaningful and effective learning experiences for individual and group situations. Candidates will also make studies of current research findings on culturally and linguistically different children and become familiar with existing materials and curricula designed for the bilingual/cross-cultural classroom.

APPENDIX

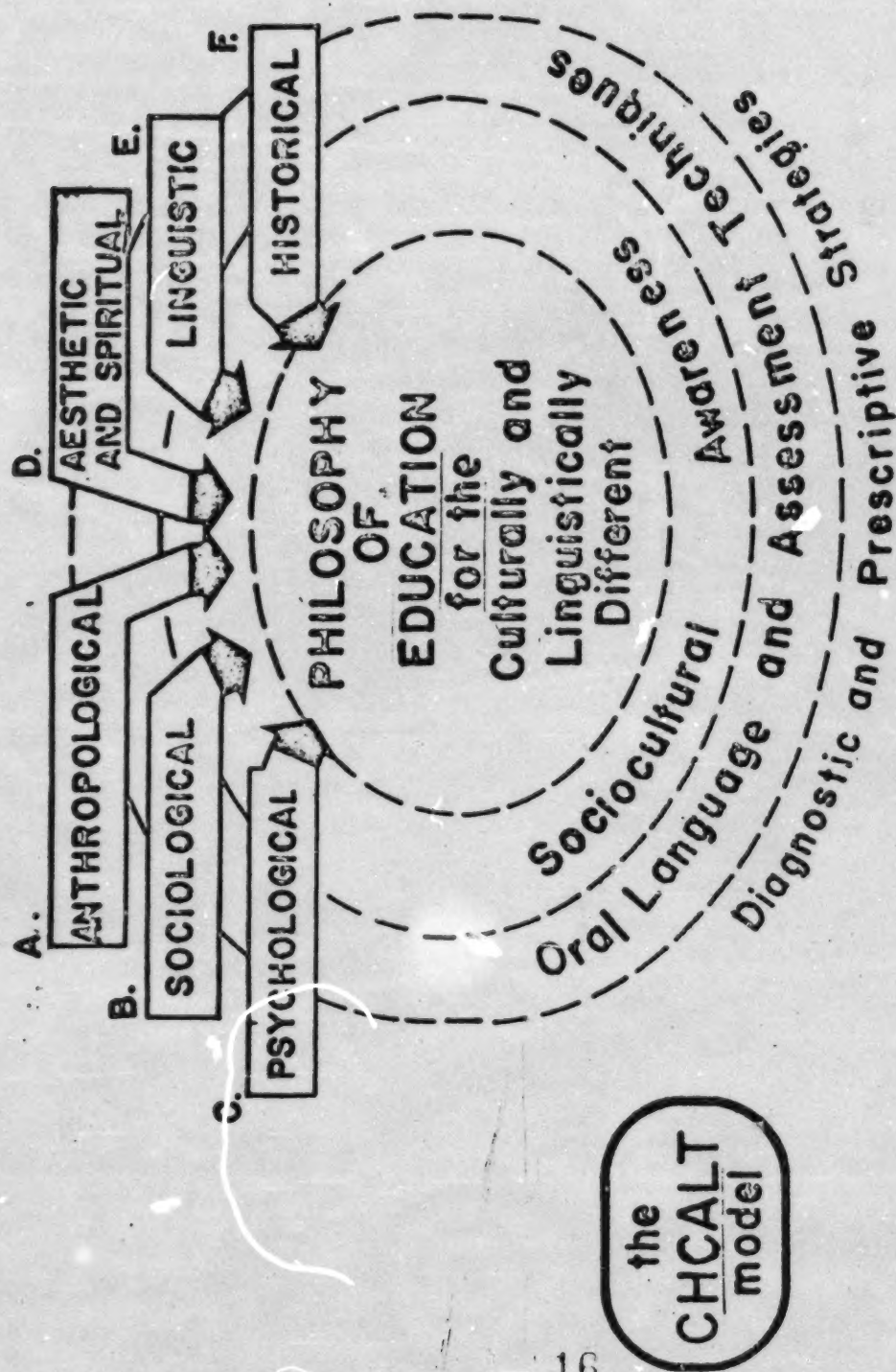


the
CHCALT
model

Community, Home, Cultural Awareness, and Language Training

FIGURE 1: OUTLINE OF THE MODEL

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Community, Home, Cultural Awareness, and Language Training

FIGURE 2: PHILOSOPHY OF EDUCATION FOR THE CULTURALLY AND LINGUISTICALLY DIFFERENT

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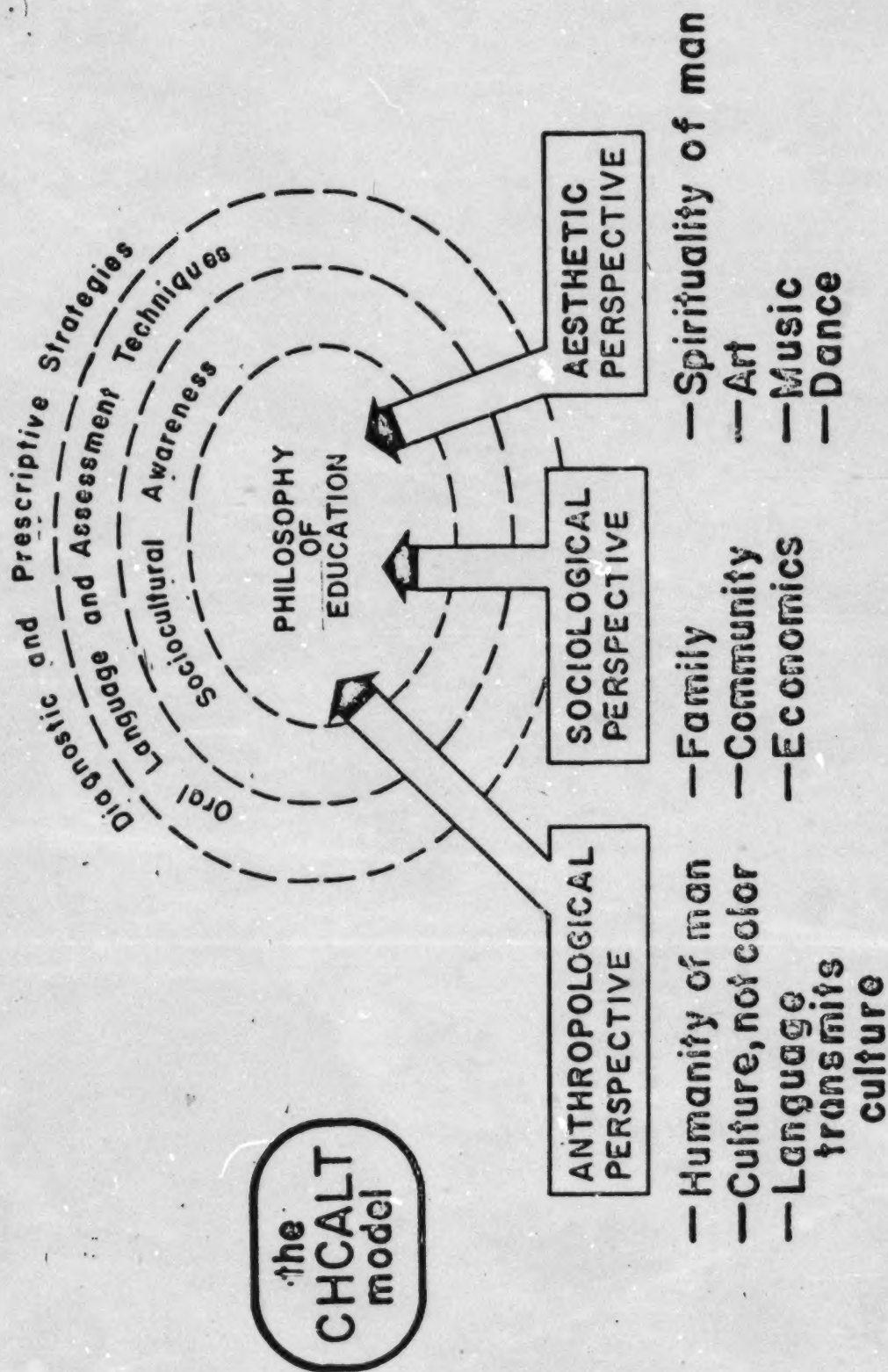


FIGURE 3: PHILOSOPHY OF EDUCATION (EXAMPLES OF DISCIPLINES)

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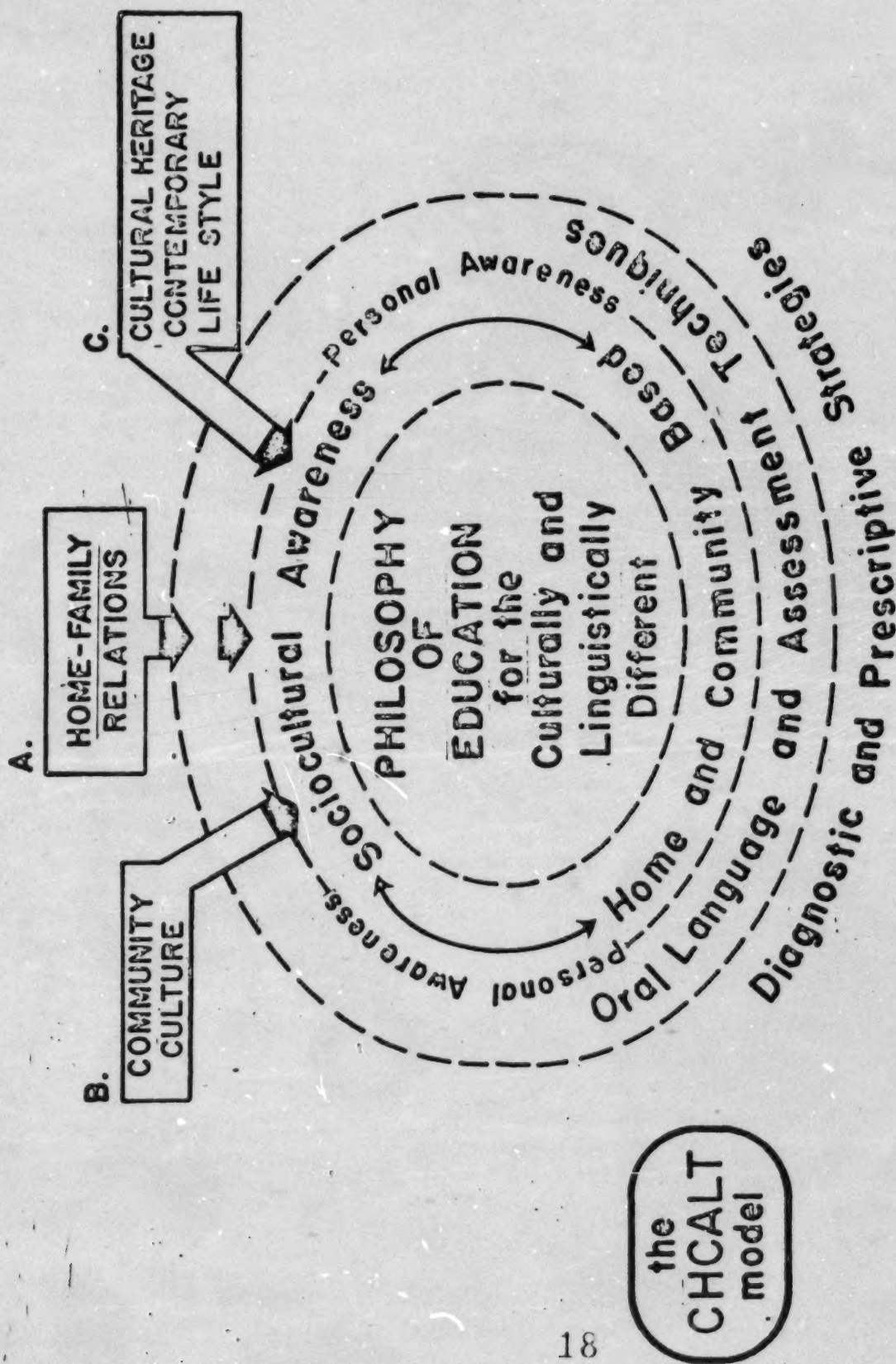
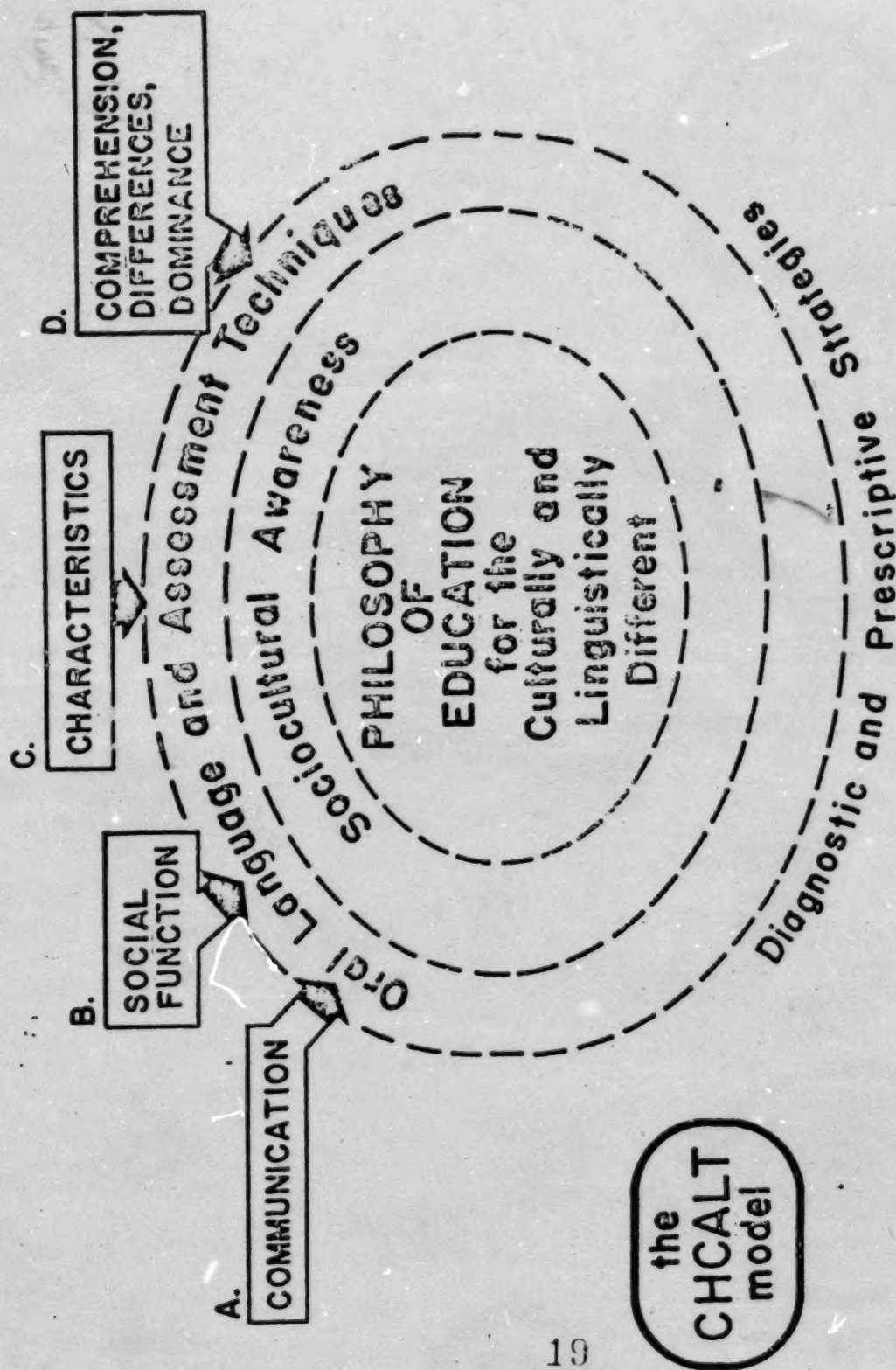


FIGURE 4: SOCIOCULTURAL AWARENESS

Community, Home, Cultural Awareness, and Language Training

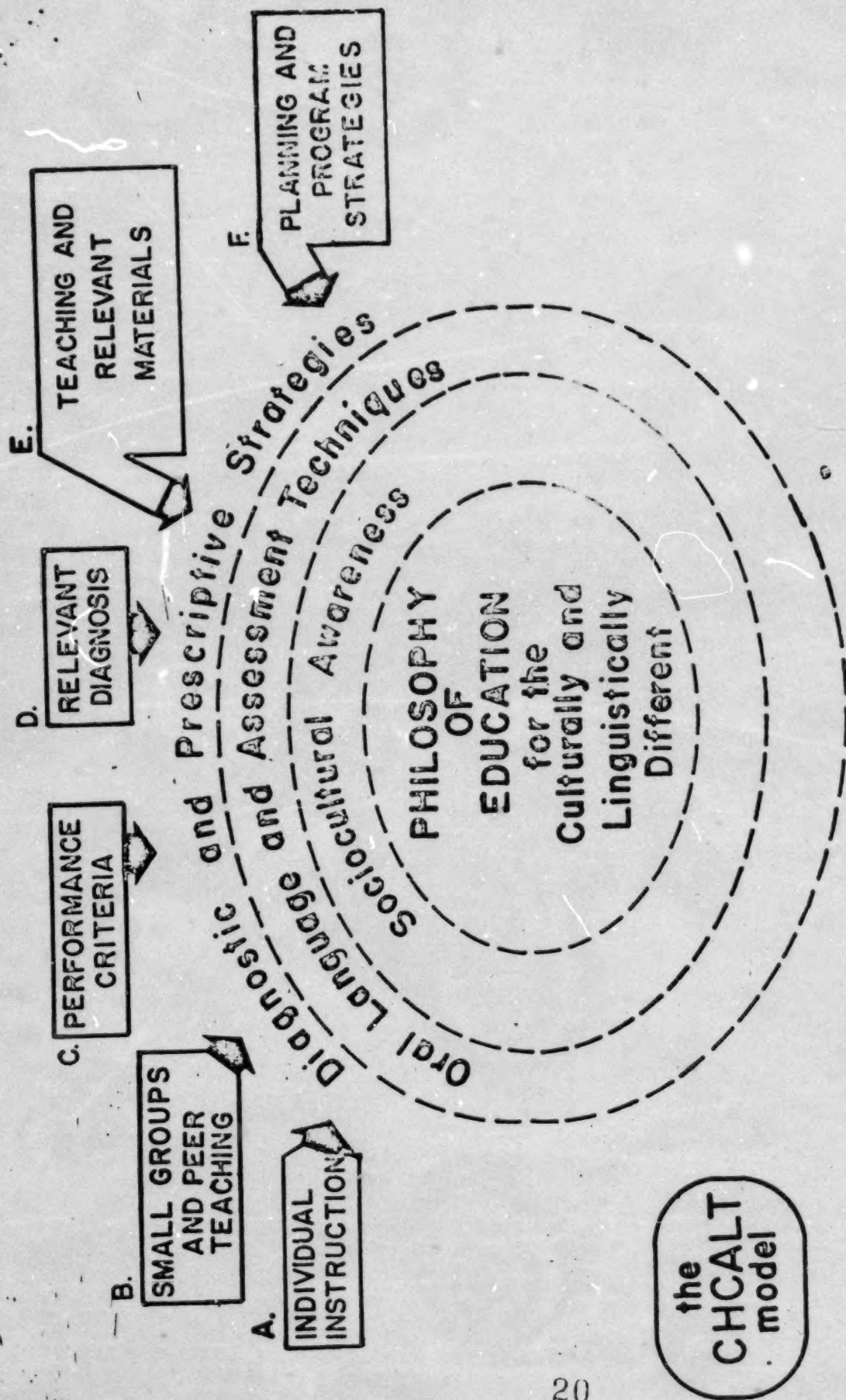
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Community, Home, Cultural Awareness, and Language Training

FIGURE 5: ORAL LANGUAGE AND ASSESSMENT TECHNIQUES

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Community, Home, Cultural Awareness, and Language Training

FIGURE 6: DIAGNOSTIC AND PRESCRIPTIVE STRATEGIES

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